

LCAP 2016/2017 Survey Data

Hanover Research Summary Report & Key Findings for HLPUSD

Board of Education Meeting

March 23, 2017

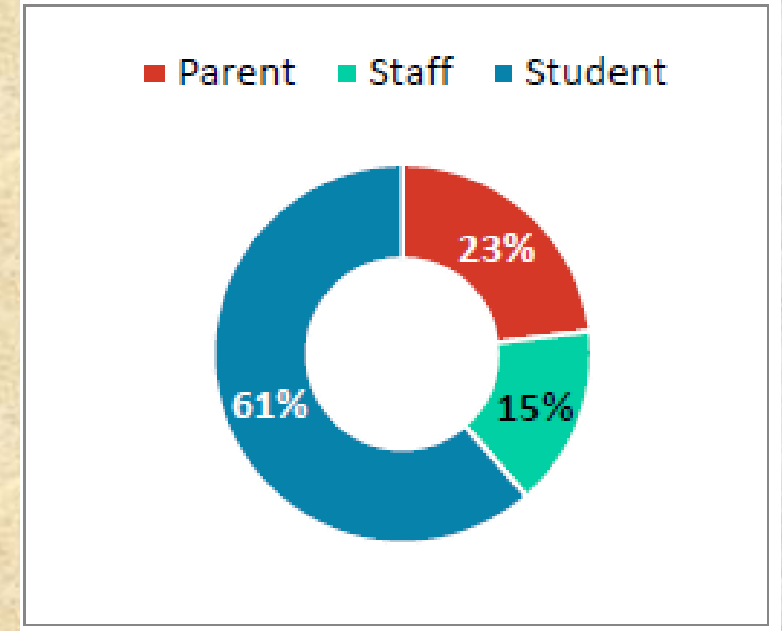
Executive Summary & Key Findings

- Hanover Research describes results from the 2016-2017 Hacienda La Puente Unified School District (HLPUSD) Local Control and Accountability Plan (LCAP) Survey
- The survey gauges the perceptions of staff, students, and parents regarding
 - Academic support
 - Resources
 - Student achievement
 - Parental involvement
 - School and district climate.

Methodology

- This analysis presents the results of all
 - close-ended survey questions
 - analysis of the open-ended survey question: "Do you have any final comments."
- 6,013 responses are included in the analysis
- Students represent the majority of respondents (61%)
- Parents (23%)
- Staff (15%)
- Hanover selected a random sample of 362 open-ended responses to analyze, which remains within a 95 percent confidence level.

Figure ES.1: Respondent Groups



6, 013 Responses

Course Access & Student Outcomes



Overall, respondents agree that students receive the resources and support they need to be successful

- 68% of respondents are satisfied with the academic resources provided to English learners (76%)
- low income pupils (76%)
- migrant students (71%)
- special education students (71%),
- foster youth students (69%), and homeless students (68%)
- 75% of students agree that they receive the academic resources and support they need to succeed

College and Career

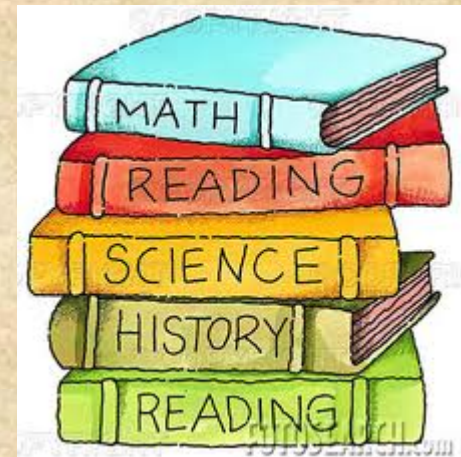


Most respondents agree that HLPUSD prepares students for college and a career.

- 69% of all respondents agree that HLPUSD prepares students for college
- 61 % agree that HLPUSD prepares students for a career
- only 51% of respondents are “very” or “completely” satisfied with access to college and career pathway courses (51%)
- In their open-ended comments, respondents note several supports that would enhance college and career preparation, including:
 - college application guidance
 - wider array of courses that prepare students for life after high school (e.g., budgeting, job applications, job interviews)
 - more college and career preparatory classes (e.g., AP, CTE, AVID).

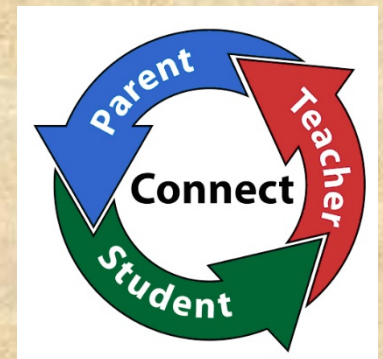
Specialty Course Access

- **Demand for access to specialty courses is high across the board, but is particularly high for International Baccalaureate (IB) and dual immersion courses.**
- Additionally, only half of respondents are “very” or “completely” satisfied with their access to
 - honors (53%)
 - AP (50%)
 - Science, Technology, Engineering, Art, and Math (STEAM) (50%)
 - Visual and performing arts (48%)
 - Technology (46%) courses



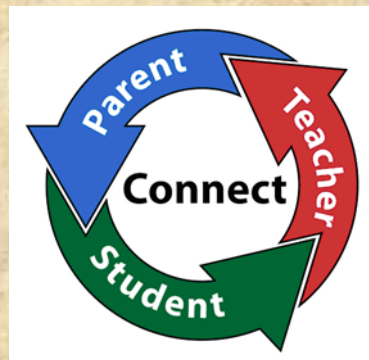
Parent Engagement

- **While parents and staff agree that their school encourages parental involvement, few parents indicate that they have a say in district decision-making.**
- Over 80% of parents and staff either “strongly agree” or “agree” that their school encourages parental involvement (82%)
- 44 % of parents feel like they have a say in the decision-making process in the district
- 54% of parents feel that they have a say in the decision-making process at their child’s school



Parent Engagement

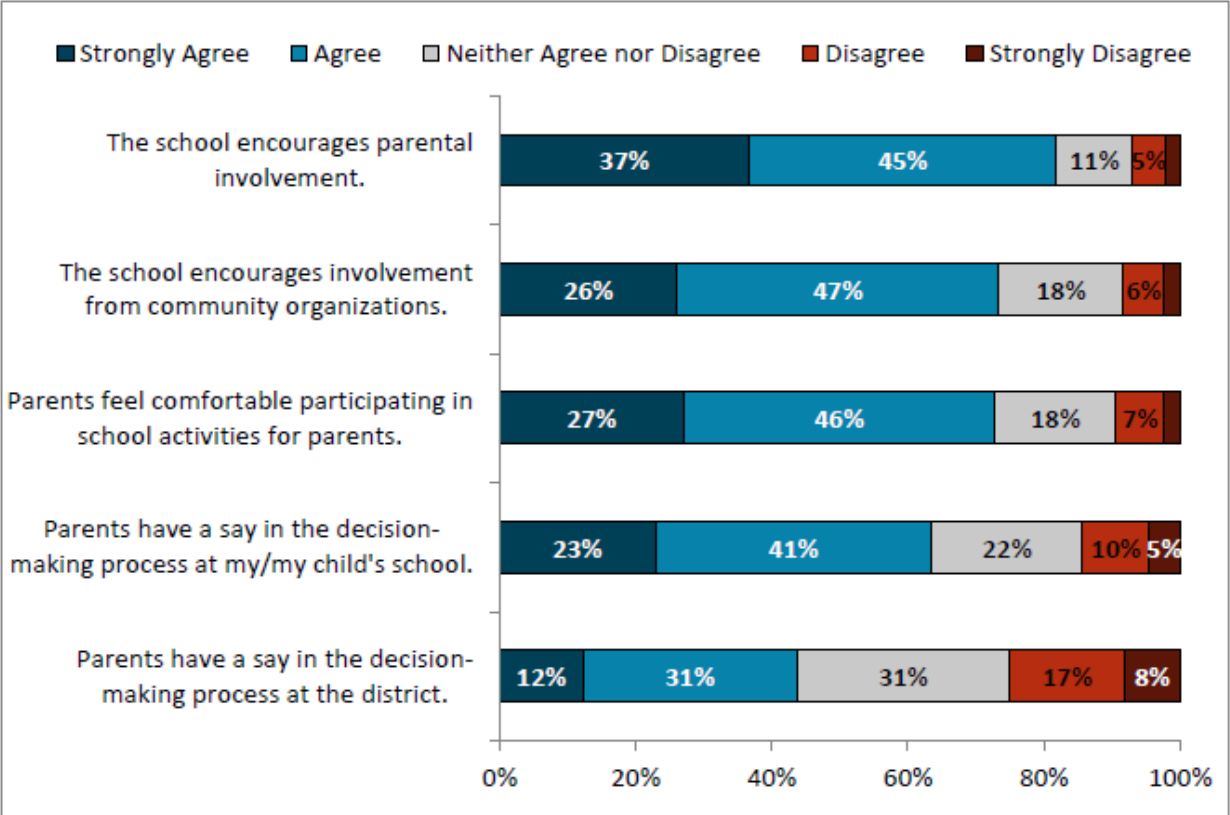
- **84%, most parents have participated in school activities over this academic year**
- Parents largely feel that the school and/or district values their participation in these activities (70%-97%)
- Among parents who have not participated in any activities this year,
 - scheduling conflicts are cited as the biggest barriers to involvement (56%)
 - One-half of these parents indicate that more convenient times for participation (50%)
 - more information on involvement opportunities (50%) would help parents become more involved in HLPUSD
 - Open-ended comments echo this sentiment: "*PTA meeting should be at night and NOT during the work day, it excludes working parents from having a voice*"



Parent Engagement

PARENTAL INVOLVEMENT

Figure 8: Please indicate how much you disagree or agree with the following statements:



N=1,177-2,083

Note: Only parents and school-level staff answered this question. School-level staff did not answer the item "Parents have a say in the decision-making process in the district."

Engagement & Climate

- About one-third of respondents report that bullying is a problem at their school (29%).
- A substantial proportion of respondents (17%) *disagree* that the school rules are fair
- Approximately one-quarter of respondents *disagree* that school facilities are up- to-date (27%) and clean (24%)
- 23% of open-ended responses comment on facilities, with many noting the need for improvement.
 - “Need more improvements of school outside & inside.”
 - “Clean the restrooms [all caps removed]”



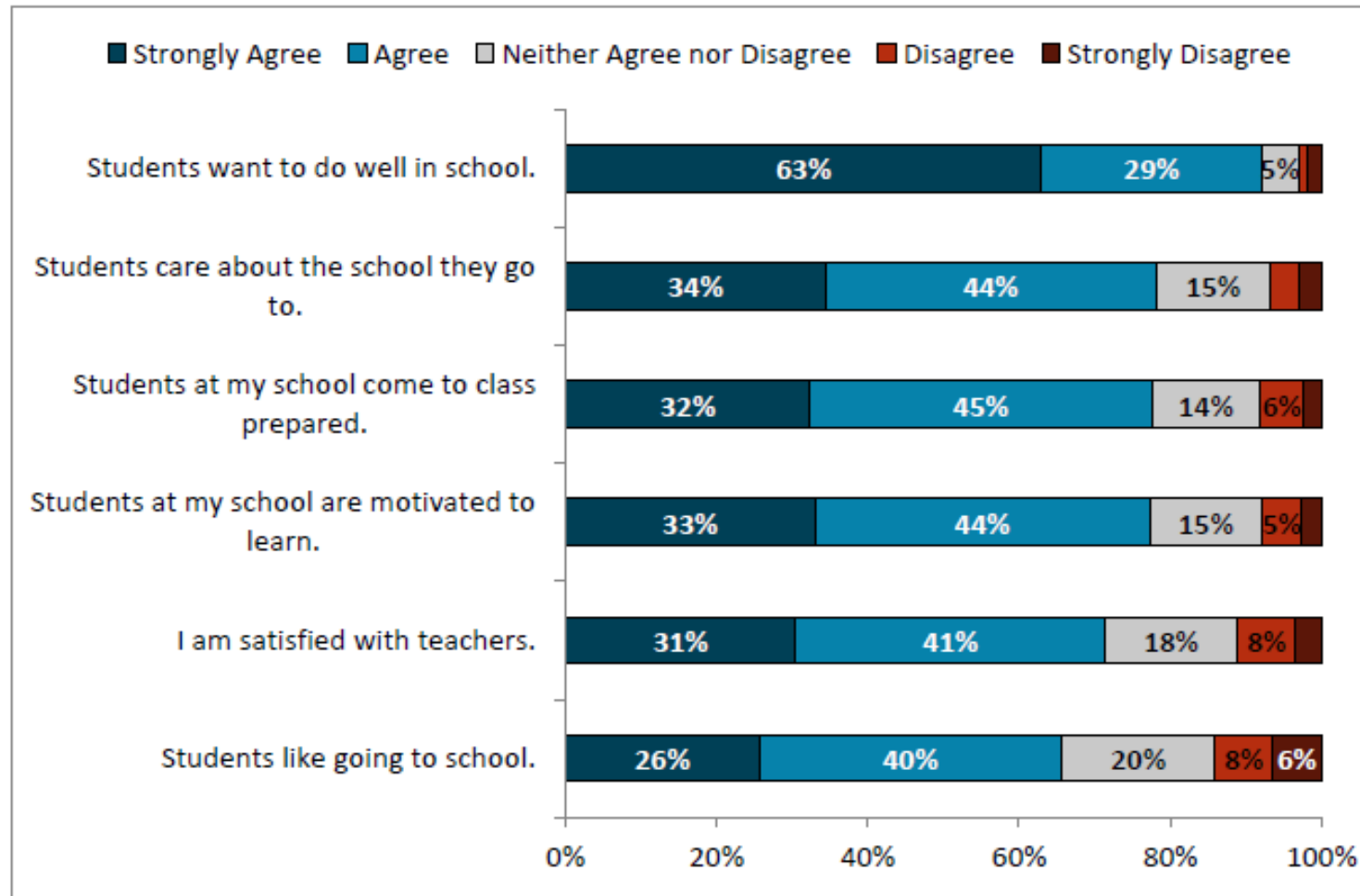
Engagement & Climate

- **Generally, respondents have a favorable view of the school and district climate.**
- They largely agree that the district (84%) and its schools (85%) want students to succeed and that the district sets high expectations for students (76%)
- Respondents report positive relationships among staff and students.
 - over 70% of respondents agree that students have friends at school (93%),
 - are respected by their peers (73%)
 - trust teachers and school staff (72%)



ENGAGEMENT

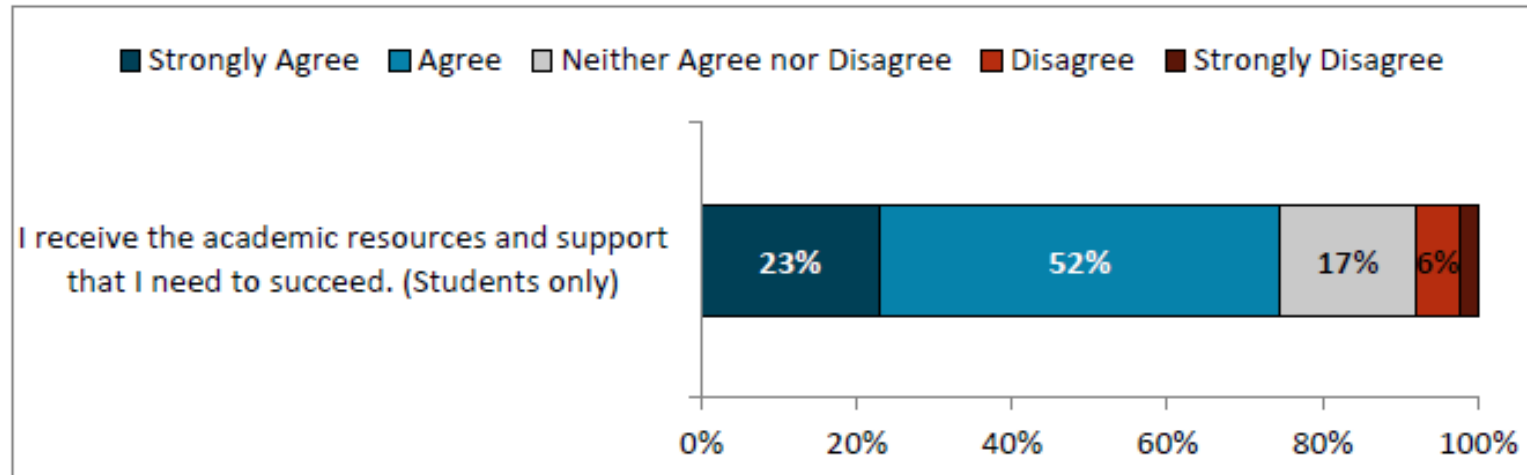
Figure 4: Please indicate how much you disagree or agree with the following statements:



N=5,781-5,899

75% of Student Respondents Feel Supported with Academic Resources

Figure 7: Please indicate how much you disagree or agree with the following statements:



N=3,426

Summary of Findings

- The majority of respondents feel supported by the District and the Schools.
- Passage of the Bond at 76% and the LCAP Survey support continued upgrades
 - Facilities
 - Technology
- Parents & Students desire greater access to
 - Advanced courses in honors, AP/IB
 - CTE
 - STEAM
 - VAPA
 - Career & Life Readiness Skills
 - College and Career Entrance/Application support
- LCAP Goals and Priorities will continue to address the survey findings and priorities

Next Steps:

- The Complete LCAP Survey Report will be made available to all Stakeholder
 - Website
 - Emailed to Sites & Associations
 - Reviewed at District Leadership Team meeting
 - Principals to review with school sites, staff and students
- District and Site LCAP Plans will align with priorities in LCAP Survey
- Data will be entered in the California School Dashboard as Local Measures

Priorities Identified in Survey

- Continue to increase parent involvement and opportunities to participate
- Increase the number of students who participate in CTE, STEAM, VAPA, and College Preparatory Classes
- Increase family education classes on college readiness and the application process
- Increase articulation with HLPAE and community colleges for career certification and training
- Continue to improve Facilities
- Continue to improve and increase technology infrastructure and access
- Continue to support MTSS to address students social & emotional development

Thank you!